

TEACHING HIGHER EDUCATION MANAGEMENT

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Abstract

The necessity of teaching higher education management is inevitable nowadays, but countries show a very different picture concerning the availability and variety of higher education management training. First I argue for the necessity of higher education management training, then I summarize its main types and tasks, and finally I present and analyze what kinds of university management programs are available in Europe. I conclude that the United Kingdom is far ahead continental Europe, where only Holland has university management training programs, and Germany and Austria are awakening. I write about a new initiative of the European Union for fostering the professionalization of university management: the MODERN. Besides master and doctoral programs for students I deal with the trainings universities run for their own staff. I also write about Harvard's management training as a best practice. At the end of my paper I present the situation in Hungary: I argue for the necessity of university management training, and then I present the only program available at the Central European University.

1. Introduction

The necessity of teaching higher education management is inevitable nowadays, but countries show a very different picture concerning the availability and variety of higher education management training. On the one hand leading universities run training programs for their administrative leaders; on the other hand there are master and doctoral programs in certain countries. In Europe Great Britain is quite ahead, the Western part of continental Europe is awakening. In Hungary there are no training programs for university leaders, although experts have been talking about the necessity of professionalizing university administration for a long time.

2. Why higher education management training is necessary?

Managing universities needs much more professionalism nowadays than some decades ago.

HE institutions are being granted more autonomy and their behavior is expected to become more customer-oriented, more cost-aware and more sensitive towards the needs of society. (Pausits-Pellert 2009. p. 39)

European higher education institutions operate in an environment far less stable than that of only a few decades ago. They enjoy more independence from government. Student selection, determining tuition fee levels, setting staff salary policies and deciding independently which programmes to offer are all now routine aspects of the inner business life of

universities. The range of strategic choice and possible activities to focus on has broadened. Levels of competition for students, staff and contracts have increased fairly dramatically. More liberal operating regulations entail greater financial autonomy, wider opportunities and deeper risks. Flexibility and responsiveness are expected by a wider range of stakeholders. (File et al 2005. p. 93)

Academic administration and management have become increasingly complex: the institutions have so far become larger and more multifaceted, the tasks have multiplied (modern 'multiversities') and therefore the need to provide skilled management and administration has increased (Kerr, 2001, cited in: Pausits-Pellert 2009. p. 40). More management tasks have to be fulfilled at the institutional level than before. Professional management is an important prerequisite to enable the higher education institution to perceive itself as an autonomous organization instead of being subordinate to central government (Bleiklie, 2005, cited in: Pausits-Pellert 2009. p. 40).

This situation makes higher education management training face several challenges (Pausits-Pellert 2009. p. 41):

1. traditional university administration must progress in the direction of management
The members of the traditional administration who are moving towards a stronger management-orientation must be provided with the specific management know-how they need in order to bring their special knowledge to the organization in a modern form. For which very few academic functionaries, who have achieved their present positions on the basis of their specialist knowledge, are prepared. And it is also essential to provide those academic functionaries who perform this function only as an additional post (for example, deans) with the tools they need to cope with their increasingly complex spheres of responsibility.

2. university professors and departments have to do activities that earlier was the task exclusively of the management or have not existed at all (intensified PR work, relationships with former students, international relations, fund-raising, internal and external communication).

It is important to equip academic staff right the start with management know-how appropriate to the new challenges.

3. specialists arriving from outside (board members, professionals applying for university jobs from corporations) must be provided with appropriate know-how about the functional logic and specific characteristics of the organization 'university'.

3. Higher Education Management Training in Europe

Differences between Anglo-Saxon and continental university management have an effect on higher education management training.

Higher education management programs have a longer tradition in the UK than in the rest of Europe. Universities in the UK were being faced with the issue of institutional autonomy much earlier than universities in the German-speaking countries or in Eastern Europe.

Ministries responsible for higher education across Europe underline the need of such programmes. Unfortunately, this support is very often only an exercise in rhetoric rather than real political support or responsibility. The same kind of 'lip service' is offered at the institutional level; rectors and leaders of higher education institutions do not pay a lot of attention to sustainable and professional personnel development, especially in the form of Master's programmes in higher education management. This may be due to their limited terms in a leadership position, usually four to five years. (Pausits-Pellert 2009. p. 43)

There are 3 kinds of higher education management trainings:

1. Non-institutional management trainings

a) general (not higher education specific) management courses

This kind of qualification is offered on the general educational market without any specific reference to universities; moreover, these offerings require heavy investments by individual persons (which are almost never justified by the salary structure for administrative staff at public universities).

b) special courses for higher education administrators

Some study programmes exist in Europe for the professionalization of university administration and for the trainee manager who can imagine a full-time career in university (middle) management. In recent years, the first postgraduate and basic courses of study have been offered, most of them designed to be completed in parallel with a (full-time) job. Unfortunately people who enroll in these programmes currently suffer from the fact that they are rarely financed by their employers, because there is still no real career track in university middle management in most European countries. Therefore, it is still not clear to what extent there is any return of investment via increased salaries. (Pausits-Pellert 2009. p. 42)

2. training programs offered by universities for their own staff

Leading universities run training programs for their administrative leaders. Some examples:

At the University of Leeds (England) a 9-month, free management training program is available for any administrator, including modern theory and daily practice. Methodology fits into the daily routine of managers: the training consist of a 6-day workshop, personal consultancy and a development project closely related to the tasks of the participants. The training covers the following topics:

- personal and professional development (career planning, personal SWOT etc.)
- issues of higher education management (theory and practice)
- strategic management (strategic planning, managing of change)
- managing for performance (assessing and increasing performance on organizational level and in teams)
- managing for success (business planning, risk management, quality management)
- project management (Keczer 2006)

In the countries of continental higher education systems training programs for university leaders are also available. One example from the many: at the university of Twente (Holland) there is a program called Academic Leadership developing managerial competencies. The training is in 3x2 days, and focuses on communication skills, conflict management, change management, project management, mentoring and case studies in leadership. (Twente, 2010)

Outlook: USA and Australia:

Harvard is the leading university of the world, and it provides different types of trainings to help Harvard employees develop into leaders capable of reinventing Harvard for the future:

- **Focused Leadership** is designed to help high-performing senior managers and University executives successfully meet their current leadership challenges and fine-tune specific skills.
- **Leadership in Action** is a program that helps high-performing mid- to senior-level managers develop and refine their leadership potential.
- **Foundations of Leadership** is open to all managers who supervise at least one permanent staff member and focuses on developing core leadership competencies.
- **Leadership Essentials** is for high performing administrative support staff and teaches skills such as networking and working effectively with others in a diverse environment.

Through the use of assessment instruments, large- and small-group exercises, and case studies, participants in these programs develop their leadership skills, gain a full understanding of their leadership strengths and development needs, and learn to influence and improve the performance of others. (Harvard, 2011)

It can be useful for us to consider how the Australian Wollongong University has established its management training program. Participants are grouped into 4 categories. In the first group there are those who have several years' leadership experience. In the second there are those who are relatively new in their managerial position. In the third are the freshly appointed, and those who are aspiring to become managers in the future. In the fourth group are those who are only interested in leadership theory and practice. The content is similar in all of the groups, but the level and methodology is different. Each participant has a personal trainer who helps him where his competencies need to be developed the most. The programme has been running for 2 years, 64 managers have taken part in it, and to accomplish the training is now a condition for applying a managerial post in the university! (Morgan, Steele 2006)

3. Master and doctoral programs on higher education management

Master programs:

The first MBA programme in higher education management was established at the University of London in 1999. (Pausits-Pellert 2009. p. 43, 45) The institution now has 4 master programs:

- Higher Education Management (MBA)
- Higher and Professional Education (MA)
- Applied Educational Leadership and Management (M.A.)
- Joint program with Maastricht, Valencia and Speyer: European MBA in Higher Education and research management

In the UK University of Loughborough has a postgraduate programme in Management and Leadership with focus on Higher Education Administration, Sheffield Hallam University has an MSc. called Leadership and Management in Education, Coventry University has an Academic leadership MA, and the University of Southampton has options in Higher Education Management within the MBA program.

Outside the UK in Russia the Tomsk University has a Management in Higher Education MA course, in Norway Oslo has a European MA in Higher Education with Tampere and Aveiro, in Germany the Hamburg University has a Higher Education Master, Oldenburg an MBA in Educational Management, Bremen and Osnabrück University an MBA in Higher Education and research management. In Austria the Krems Danube University has an Academic Higher Education Manager MSc. (Masterportal 2011)

Features of higher education management master programmes in Europe:

- Targeted audiences for all programmes are individuals with management responsibilities in higher education institutions, institutional leaders, members of institutional councils and higher education researchers, as well as teaching and academic staff.
- Necessary requirements are experience of higher education management, a university degree and a proven and focused motivation to take part in the programme.
- Although the programmes have diverse profiles, all of them are organized with a core curriculum plus optional modules. Different learning environments such as classroom work, online interaction, group work, and individual learning are combined.
- The common focus of these study programmes is the generalist approach. The programmes do not develop experts in one of the management fields, but professionals who are also able to translate between the top management, scientific and administrative staff.
- There is a considerable heterogeneity concerning the title, workload and length of the existing programmes in higher education management, and there is also rather large variation in pricing. (Pausits-Pellert 2009. p. 44-45.)

The latest developments are the Joint European Programmes, supported by the EU, which aim to strengthen the exchange process and cooperation between universities at the European level and close the gap between the countries. See European Master's in Higher Education Management from the Universities of Oslo, Tampere and Aveiro or European Master's from London, Maastricht, Speyer and Valencia.

Doctoral:

145 Universities and Colleges offer Doctoral degree - PhD Education Management courses, but most of them are in the USA. In Europe only the UK offers such programmes in 11 universities. There are no doctoral programmes on higher education management available outside the Anglo-Saxon countries. Only some of the programmes focus directly on management issues, but all of them include some courses concerning management issues. (Doctoral 2011)

MODERN: a new initiative

MODERN – European Platform Higher Education Modernization – is a three-year EU-funded project (2009-2011) under the Lifelong Learning Programme (ERASMUS), which aims to respond to the Modernization Agenda of the European Union and to the need to invest in people, support future leaders and encourage the professionalizing of higher education management (HEM) at all levels. Under the leadership of ESMU (European Centre for Strategic Management of Universities) MODERN is a consortium of 9 core and 30 associate partners joining forces to provide a common answer to the fragmentation in the supply of management development programmes and of organizational support to higher education institutions, their leaders and managers.

MODERN initiated an online questionnaire that is specifically aimed at identifying concrete training needs that higher education institutions in Europe have when it comes to their staff involved in leadership, management and administration functions. (MODERN 2011)

4. Hungary

When preparing for the accession to the European Union, there was an attempt to harmonize Hungarian higher education with that of Western Europe. Proposals were outlined to professionalize university management inter alia by university management training. (See Setényi, 1994, Czinege, 1997, Berács, 2001, Polgár, 2003, Ladányi, 2005.)

The reform of Hungarian higher education was initiated by the liberal government in 2002: a programme entitled Joining to the European Higher Education Area (CSEFT in Hungarian) was launched. A group of experts elaborated a detailed concept, including a shift towards a more professional university management (university governance). The new bill of higher education was based on the CSEFT concept. But due to the fierce opposition from the part of the universities (educators, administration) the bill was modified and its most revolutionary ideas (e.g. governing boards with a majority of external professionals) were abandoned. The new law of higher education (2005/CXXXIX) has not changed the traditional management system of Hungarian universities.

Thus, it is obvious that the professionalization of Hungarian university management is not possible by hiring external professionals – the only way is the training of the academic leaders.

In Hungary the only institution running university management training is the Central European University (CEU) that is a private university owned by the CEU New York. CEU runs a programme called Workshop Series on Higher Education Policy and Management (CEU 2011)

Every year, CEU offers a range of specialized workshops presented by experts and practitioners in the relevant fields for administrators and academic leaders at every level. The programme of workshops is designed for university administrators, academic leaders, and those learning to strategize, evaluate and co-ordinate for their institutions. Each workshop consists of 3-4 days of seminar in Budapest. Some workshops are held in cooperation with

foreign universities. Up to now the workshops have covered the following issues: quality control, benchmarking, university policy in a global world, management of research, faculty development, internationalization, innovation management, integrated student services, Bologna-process, institutional evaluation.

5. Conclusions

- In teaching higher education management Europe is left behind the USA.
- The only exceptions are the UK and Holland.
- In some European countries master programmes were launched, and universities are networking in teaching higher education management.
- The European Union fosters the professionalization of university management by training (MODERN).
- Training programs organized by the universities for their own staff may have a great impact.
- In Hungary only CEU runs university management workshops, although there is no other way for the professionalization of university management.
- University management training programs could be initiated top-down. Israel could be a good example: a central institution runs training programs for the leaders of teacher training colleges.

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